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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  2.2.16 Develop and describe in writing strategies for addition, subtraction, multiplication and division and solve problems with positive and negative integers using models, number lines, coordinate grids and computational strategies.  **CC.7.NS.1a** Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.  **CC.7.NS.1b** Understand *p* + *q* as the number located a distance |*q*| from *p*, in the positive or negative direction depending on whether *q* is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.  **CC.7.NS.1c** Understand subtraction of rational numbers as adding the additive inverse, *p* - *q* = *p* + (-*q*). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.  **CC.7.NS.1d** Apply properties of operations as strategies to add and subtract rational numbers  **CC.7.NS.2a** Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.  **CC.7.NS.2b** Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers then –(*p*/*q*) = (–*p*)/*q* = *p*/(–*q*). Interpret quotients of rational numbers by describing real-world contexts.  **CC.7.EE.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.  2.2.17 Develop an understanding of absolute value using a number line while solving problems involving distance.  **CC.7.NS.1b** Understand *p* + *q* as the number located a distance |*q*| from *p*, in the positive or negative direction depending on whether *q* is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.  **CC.7.NS.1c** Understand subtraction of rational numbers as adding the additive inverse, *p* - *q* = *p* + (-*q*). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION – N/A** |
| **GLE’s but not CCSS**  2.1.1 Compare and order rational numbers, e.g., -2, ⅜, -3.15, 0.8, in context and locate them on number lines, scales and coordinate grids.  **CC.6.NS.6c** Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.  **CC.6.NS.7a** Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to rig.  **CC.6.NS.7b** Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 degrees C > –7 degrees C to express the fact that –3 degrees C is warmer than –7 degrees C.  2.2.17 Develop an understanding of absolute value using a number line while solving problems involving distance.  **CC.6.NS.7c** Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars. |
| **CCSS but not GLE’s – None** |